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EDUCATIONAL PROGRAM FOR CHILDREN OF MIGRATORY AGRICULTURAL WORKERS UNDER THE PROVISIONS OF TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.

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A SPECIAL EDUCATIONAL PROGRAM FOR AGRICULTURAL MIGRANT CHILDREN WAS IMPLEMENTED IN CONNECTICUT DURING 1967. EIGHTY CHILDREN IN 4 SCHOOL DISTRICTS PARTICIPATED IN THIS PROGRAM WHICH WAS SUPPORTED UNDER TITLE I OF ESEA. SPECIAL EMPHASES WERE PLACED ON INDIVIDUAL LANGUAGE INSTRUCTION AND SELF EVALUATION BY THE STUDENTS. TEACHERS AND OTHER STAFF MEMBERS CARRIED ON AN EXTENSIVE HOME VISITATION SCHEDULE. THE MOST EFFECTIVE INSTRUCTIONAL ACTIVITIES WERE THE FIELD TRIPS (DAYS AT THE SHORE, PARK, ZOO, AND FARM), WHERE CAMERAS WERE UTILIZED, AND LATER IN THE CLASSROOMS THE PICTURES WERE USED FOR REINFORCEMENT. (ES)

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OF

MIGRATORY AGRICULTURAL WORKERS

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ANNUAL EVALUATION REPORT FOR CONNECTICUT MIGRANT PROGRAM
UNDER THE PROVISIONS OF
TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

I. Number of School Districts Where Migrant Program Operated

One program for children of migratory workers was implemented in Connecticut which was supported under the provisions of Title I of the Elementary and Secondary Education Act of 1965 during Fiscal Year 1967. The vast majority of the 80 children of migratory workers who received project services were recruited from the Hartford and Windham school districts.

The precise breakdown of children by school district is:

No. of Children	School District
46	Hartford
27	Windham
4	Hebron
3	Columbia
Total 80	

II. Innovative Components of the Migrant Program

A. The following aspects of the migrant program were judged innovative activities or services:

1. Individual progress in language structure was made possible through special instruction utilizing up-to-date language equipment. Children set their own goals of accomplishment and worked at a pace appropriate to their learning capabilities and styles.

2. Opportunities for self evaluation in various classroom and field trip learning situations was helpful in building self-confidence of children. Audio-visual equipment was used by teachers as the major device for their self evaluation procedures.

3. Mobility of the program was made possible by taking advantage of station wagons and mini-buses which had been leased for the duration of the program. Decisions concerning excursions outside the classroom were not totally dependent upon large group needs or interest. All members of the staff doubled as transportation personnel. Coincidentally the interests and needs of small groups of children was readily served by this flexible transportation system.

B. The following human interest incidents developed as a result of the program:

Many parents of the children came to accept as friends most members of the staff with whom they met. Visitation in the communities sometimes extended beyond the function of transporting children to and from the program. Typical of the warmth and open acceptance of many of the parents was an occasion just after children had been returned to their homes when one of the teachers stepped out of his bus to greet a small group of neighborhood people.

Of this small group one of the parents proceeded to introduce the teacher:

> "This is my friend who picks up my kids everyday for school; he's a teacher....say, when are you dropping in for dinner?"

Staff members who had the opportunity to visit with families on occasions such as this learned of the aspirations and pride some parents showed for their children, and the despair and hopelessness of others as they viewed their children.

III. Objective Measurements

Standardized or teacher developed tests were not administered in the program. During the short six week period of program services, the emphasis was placed on generating enthusiasm in children for school learning. Testing did not seem an appropriate choice to measure progress toward this objective.

Attendance is sometimes used as an objective measure of childrens' interest. The percentage of attendance of children in the 1967 Summer Program for Children of Migratory Workers was good (91% attendance) and appeared to be comparable to attendance figures for children during the regular school year. The program opened the first day with thirty (30) children. By the end of the first week there were fifty (50) children attending. By the close of the program, a total of 80 children were being served by the program.

IV. Subjective Measurements

Subjective measurement of achievement, skill level, attitude and behavior of project participants is summarized as follows:

A. Teacher ratings of program youth achievement. Ten teachers judged the achievements of children at the close of the program. Table I is a compilation of the teacher ratings relevant to changes in youth.

TABLE I
TEACHER RATINGS OF PROGRAM YOUTH ACHIEVEMENTS
RESULTING FROM THE SUMMER PROGRAM

Areas of Change	Much Adverse Effect	Some Adverse Effect	No Change	Some Positive Effect	Much Positive Effect
1. Basic Skill Achievement	0	0	6	4	0
2. Attitude toward formal learning	0	0	6	4	0
3. Relationship with peers	0	0	3	6	1
4. Relationship with teachers	0	0	3	6	1
5. Realistic appraisal of strengths and weaknesses	0	0	3	6	1
6. Interest in books, art, music, and theatre	0	0	3	6	1
7. Social graces	0	0	0	8	2
8. Hygienic practices	0	0	0	8	2
9. Nutritional habits	0	0	0	8	2
10. Choice of attire	0	0	0	8	2

Findings of the teacher ratings of changes in youth resulting from program services are as follows:

1. Children were generally perceived as changing very little, if at all, in terms of basic skill development and attitude toward formal learning as a result of program services.

2. Children were generally perceived as making some positive gains in (1). relationship with peers and adults, (2). more realistic appraisals of their strengths and weaknesses, and (3) increased interest in books, art, music, and theatre as a result of program services.

3. Children were generally perceived as making the greatest progress in social, hygienic and nutritional practices and in choices of clothing as a result of program services.

B. Teacher Aide ratings of program youth achievements. A total of 8 teacher aides wrote narratives of program effectiveness for children at the close of the program. The reports have been summarized as follows:

Aides reported children as "bright and perceptive." An important finding was that in general, the aides view of the children was different than the teachers. Some of the aides reported that they felt the teachers underestimated the childrens' abilities. The children that the aides worked with were reported as "bright and perceptive." The fact that the children did not speak English was only a "minor handicap." Shyness was a far greater barrier than the inability to speak English. The children appeared withdrawn and somewhat apprehensive as to what was happening or going to happen to them. As one report indicated the program was most successful in breaking the "shyness barrier." The aides seemed to unanimously agree that they learned a lot from the children. "I didn't feel that the children I worked with were culturally deprived but culturally different from me. I knew that I could learn just as much from them as they from me." Most reports indicated that the teachers placed a high emphasis on the cleanliness of the children.

C. Teacher judgment of parental attitudes. All teachers were asked to make at least two visits to the homes of children and report

in writing their perception of the parents' attitude regarding children's participation in the program. Summaries of these reports emphasize the following:

> The general comments of teachers' first reports reflected a "difficult" language problem....English was the second language. Many parents viewed the program as a means of getting rid of the younger children for the day, for they were unable to work when children were at home. Teachers benefited from visitation, which may be indicated by one teacher's visitation report. "Home: Very sparsely and poorly furnished." As the program progressed, some teachers became personally involved with the whole family. "This family is in extreme need of aid of every type. The rent is high and the income is low (father makes $75 per week). Rent is $150 per month. The apartment needs furniture, the diet needs meat, and the children have no winter clothing." (The family had been on the mainland for six months).
>
> Initially the teachers reported parental interest low and not involved. Later reports indicated the parents enthusiasm and some involvement with the program.

V. General Program Effectiveness

Subjective data concerning the effectiveness of the program given by teachers and aides at the conclusion of the project has been summarized as follows:

> Program activities and services brought about <u>little change in basic skills and school attitudes</u> of program participants.
>
> Program activities and services made <u>more of an impact on children's interrelationship with other children and adults, and perhaps made its greatest contribution toward improving social, hygienic, and nutritional practices of children</u> served in the program.
>
> <u>Teachers and aides seemed to learn much about family environmental situations including parent attitudes</u> which should help improve their inter-personal relationships with migrant worker children and parents in future school and community experiences.

VI. English as a Second Language

A. Estimated number of migrant children in the Connecticut Migrant Program for whom English is taught as a second language. 45

B. Give the total number of teaching positions filled by bilingual personnel. 2

C. Give the total number of teacher aide positions filled by bilingual personnel. 2

D. First language of the bilingual child. Spanish

French

Portuguese

VII. Personnel and Personnel Training

A. The number of personnel who were employed and received training by types:

	Employed	Training
1. Teacher	10	college
2. Other Professionals	4	college
3. Teacher Aides	8	none
4. Other Non-Professionals (dietary aides)	3	none

The source and number of teacher aides:

1. Migrants	0
2. High School Students	3
3. College Students	3
4. Community Volunteers	6

B. Provisions for inservice training for personnel:

The State Department of Education sponsored three inservice sessions while the program was in progress.

C. Cost of inservice training:

There was no cost for inservice training.

D. Personnel responsible for inservice training:

State Department Consultants were responsible for the inservice training.

E. Topics covered in inservice programs:

1. Characteristics of the migrant children and his home environment.

2. Nutritional and health services.

3. Availability of community services to children of migratory workers and their families. The program lasted approximately one hour and a half (1½).

F. Inservice training topic having the greatest impact on the success of the program:

Availability of community services to children of migratory workers and their families.

A combination of field trips and workshops would have proven to be more beneficial to the group rather than the lecture method.

VIII. Inter-Relationship with the Regular Title I Program and State of Connecticut Act for Disadvantaged Children

A. The children identified as members of migratory families, at this time represent a very small number of any one school system. These children are absorbed in the regular Title I programs of the community in which they are residing during the regular school year.

B. Presently a person in the State Department of Education has been specifically assigned to coordinate and develop programs dealing with migratory children.

IX. Coordination with other Programs

A. In the past, services have never been specifically provided for these children. Generally they have been incidentally picked up by Community Action Programs (CAP) or through local (LEA) school Title I programs.

B. Due to the success of the program many of the food process, growers and farmers are interested in making a joint effort with the local schools in assisting them in their program efforts.

X. Community Involvement

The migrant program was designed to make known available community services, such as adult education programs, public health nursing and vocational rehabilitation counseling services. Not much was accomplished in this phase of the program during the short period of services during the first year. Parents of migrant children did not have program responsibilities.

One of the most fundamental points in the whole program was the home visitations. The teachers and staff members carried the message of the program directly to the home. It may also be added that all mutually benefited. The staff came face to face with people whose opinions and ideas were shaped by various types of literature. On the other hand, school people met for the first time on the home ground of the children and parents they served.

Of the 10 students who withdrew or dropped out, home visits were made to four families for the purpose of determining the reasons for the child's withdrawal. In addition, at least some liaison was established between the program and these families in spite of the loss of the child.

The reasons for the withdrawal from the program by the children were:

one (1) was pregnant

two (2) moved

three (3) were needed at home to work

four (4) felt program was not meeting their needs.

Through our home visits the staff discovered that the parents wanted advice on how to help their children to improve. (The reports indicated that no one failed to respond with some type of assistance). Without community involvement, it can be unacquitably reported, that there would not be an effective program. For example, the mother who would only let two children go the first day of the program, later allowed another to participate. In other instances we discovered how children assumed the names of their host families.

XI. Non-Public School Participation

This program did not serve non-public school children.

XII. State Operations and Services

Prior to the Title I amendment, the State of Connecticut did not offer special educational programs for children of migratory workers.

XIII. Dissemination

No information was disseminated concerning programs for children of migratory workers. However, inquiries were made to various agencies (labor, welfare, farm and tobacco associations, etc.) as to where the children might be.

XIV. Problem Areas in Program Implementation

A. Problems encountered by the State Department in implementing the Title I migrant program were:

1. Locating the children who met the criteria of less than one years' residence and whose parents worked in the field of agriculture.

2. The LEA and CAP people located and identified a substantial number of children to justify a program. However, when the program started the vast majority of the children and parents had moved to another school district.

3. It was extremely difficult in acquiring staff and materials for the program. This was mainly due to the late and uncertain start of the program.

4. Initially, parents were uncomfortable about sending their children to a program with which they were unacquainted.

B. The major difficulty in achieving local cooperation in the implementation of this particular program was the uncertainty related to the specific children who would be available when the program started in June of the school year.

XV. For Planning Grants Only

The State of Connecticut did not use the planning grant provision of this legislation.

SUMMARY OF REPORTS, COMMENTS
and
OBSERVATIONS

Many of the teachers viewed the project as an educational challenge. Others expressed feelings of being inadequately trained for this type of assignment. It is the opinion of this writer that the many different program changes fostered the feeling of inadequacies such as: grouping of the children from 4 to 15, the requirement of home visitations by teachers and teacher aides, and the accepting of the responsibility of chauffeuring the children from their place of lodging.

It was observed and recorded how the teachers and teacher aides who did not speak Spanish made the greatest effort to develop some rapport with the students. Also they were the first to make home visitations. On the other hand those without aides established a quick relationship with the older children in the group who spoke English and Spanish. Many of them also acted as interpreters. In both these groups more informal learning situations developed where the teachers and pupils were learning and exchanging educational and cultural differences. A very formal relationship appeared to be developing with those teachers who had bilingual aides or spoke Spanish. Another interesting observed development took place as most of the English speaking children in the program started speakingSpanish. The other non-English speaking children spoke in their native tongue and attempted English.

Teacher aides - Those aides who were bilingual without college experience were paired with teachers who had a working knowledge of the language. Their groups tended to be as formal as their teachers. The aides without a bilingual background but some college experience appeared to be the least formal, and generally the pupils overcame much of their shyness earlier and were the most aggressive.

Pupils - English speaking and non-English speaking children progressed from shy withdrawn children afraid to try anything new or different, to happy and gay and displayed a willingness to experiment. These children, by the end of the program, were as loud, noisy, and aggressive as any child coming from better circumstances.

I might add that everyone connected with the program, in their own way, gave a little "T.L.C." (Tender Loving Care) to these children who grew and blossomed before their very eyes in such a short time.

The activities most effective in the program were field trips (days at the shore, park, zoo, farm). On these trips the children were engaged in various learning activities such as boats, the sea, fish and shells, plant life and cooking. All of these activities were laced with heavy doses of recreation (fun). Generally these trips were considered real fun and not school.

The ten classes proceeded to be organized in this manner:

1. One (1) teacher per eight pupils

2. One (1) teacher aide per two (2) teachers

3. The age range of the class 4 - 13

English as a Second Language

Due to the programs short duration there were no language tests made available for development of base line data. Of those children who participate in summer programs for migratory children, the vast majority spoke English only as a second language. The majority of the children spoke Spanish. The daily reports turned in by the teachers indicated that those teachers who were bilingual made little gains in the areas of English language development. Many times these teachers would often lapse in to the native tongue of the child in order to make her point or ideas quickly understood. In the classes where the teachers had aides who were bilingual, the aides would communicate the teachers wishes in the childs native tongue. Teachers in this type of arrangement tend to pick a few Spanish words in order to gain or maintain a type of control over the children. These English language gains, when compared to other groups of children in the program, were generally small. The teachers which were without aides and did not speak the language tended to pick up a few words from the children and relied on some of the children to translate for them. This group acquired more English words than the other two groups previously mentioned.

The group that made the most advances was the group which the teacher and aide did not speak any English. One of the aides stated, "... I found that the abilities of the children were underestimated. The children, on the whole, were bright and perceptive. That they did not speak English seemed a minor handicap."

It was unanimously reported by all that had some contact with the program (teachers, teacher aides, cafeteria workers, cooks and clerks) that the children had really "grown". The food service people reported tremendous changes in the childrens eating habits and use of tableware. The staff at all times ate with the children and were consistently teaching and training. They actively engaged in helping the children explore the many foods introduced at meal time. It may also be added that one of the most important keys to the program was the individual pickup of children at their homes by station wagons driven by teachers.

Station Wagons, 9 Passenger Bus Van, 40 Passenger School Touring Busses - Traditionally we are concerned with moving the largest number of people from one central point to another point in the fastest most economical manner. If our understanding of the characteristics of these children are of any value and our objectives are to have any real or functional meaning we cannot make expedience the rule. The children are shy and somewhat withdrawn. At this early hour in the morning (7:30 A.M.) very few of the staff were bubbling over at this new and exciting day facing them and one might add neither were the children. It was observed that there was no real contact with the family other than our mutual link with the child.

One major point was discussed with the staff, "How to improve our contact with the people we were trying to service and influence". Some of the broader ramifications were how were we to make greater impact on the community, not just the home life of migrant families. In order to bring professional and non-professional in direct physical contact with the people we were servicing, it was concluded that the station wagon and a "mini bus" type vehicle would best serve this and, with teachers and aids serving as drivers. However, it was later observed that the "mini bus" had the more desired seating arrangement over the "family style" station wagon which tended to put the small children in the rear bucket seat out of the way of the adults and the conversation flow. Some of the observable results were as follows:

(a) The field trips became more numerous.

(b) A spirit of competition developed as to the kinds of field experiences that one group was getting and the other was not.

(c) Many teachers and aides brought the children in their group home for a cook-out and a family outing.

(d) This provided less imaginative teachers with an opportunity to follow the leads of those who explored new places with the children which too often is assumed to be part of their background.

(e) The intimacy and versatility was generally lost in field trips that included the total group. Control and economy of time appeared to be the chief concern of many. Logistics dictated movement, hence the individual child was lost. The teams or small group breakdown and larger groups were formed for the convenience of the adults.

Field Trip Reinforcement

Too often field trips are made and too often all that remains is a cheap tarnished souvenir. Cameras became a part of our standard equipment. They were helpful in reinforcing the pupils field trip experiences and communicating the programs activities to the home. From the views of the staff, polaroid shots were considered instant reinforcement, however, from the pupils point of view, inexpensive (brownie or instamatic) cameras proved to show their world.

Opportunities for Self Evaluation were provided

The basic idea of the video tape recorder was to use it as a means of image building and self evaluation. It was felt by some members of the staff that when a child was engaged in some activity and a tape was made, it gave both the teacher and the pupil a chance to evaluate. However, many other staff members did not feel comfortable within the classroom and could not exploit the equipment with imagination. In those instances where the teachers felt comfortable in what they were doing it was a tremendous success. The judgement of success was when both the teachers and the pupils could look at themselves and say "Jose, read the flash card in my hand..." "No, Mrs. _____ because I couldn't see, Maria kept jumping up and down and you went too fast."

Language Masters

This piece of equipment proved to be extremely effective. The children worked out their own rate of speed. They made up the words into sentences they wanted to learn. The teacher generally observed the student once he learned to operate the equipment. It was later observed how the students operating the Language Masters on their own could judge the amount of taped cards completed. It appeared that their confidence was soaring at the completion of their exercises. Some teachers felt some uses of this apparatus were getting too "cocky" and the pupils had to "check" (discipline).

Home Visitations

Home visits made by the teachers and aides were now being made on an informal basis. As was pointed out by many of the parents: for example an introduction of one of the parents: "This is my friend who picked up my kids every day to go to school, he's a teacher..." "Say, when you come down for dinner with us." I might add many of the staff did accept the invitation and learned of the feeling of hope and pride, these people had for themselves and their children while others discovered despair and hopelessness.

12/11/67 jt